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ABSTRACT

This issue provides classroom activities, information on the U.S. Constitution and the Constitutional Convention, and a summary of materials available to teachers for instruction about the U.S. Constitution. Jean Fritz's book, "Shh! We're Writing the Constitution," is an example of the books on the annotated list of suggested readings. In one of the writing activities, students actually participate in writing a constitution. This enhances student understanding of the necessity of rules, individual responsibilities, and individual freedom while concurrently improving their writing skills. Making a population map of the 13 colonies enhances student understanding of the nation's growth and is one of the several suggested map activities. Arts and crafts activities are suggested that can transform the classroom into an appropriate early-American setting for carrying out the study of the Constitution. Other activities include role playing and games. A calendar of commemorative dates is included, and the issue concludes with a list of organizations that produce materials for instruction about the U.S. Constitution. (SM)

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We the People

of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

CENTER FOR TEACHING AND LEARNING
UNIVERSITY OF NORTH DAKOTA
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The Constitution Bicentennial: A Celebration of Citizenship

by

Lowell Thompson

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INSIGHTS into open education

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The Constitution Bicentennial: A Celebration of Citizenship

By Lowell Thompson
University of North Dakota

On September 17th, 1787, thirty-nine courageous men signed a document they hoped would become the new constitution for our young nation. These men had worked all summer to produce a document they were sure would be more effective than the Articles of Confederation that had served as our first Constitution. This group of men were equally sure that the new constitution would be very controversial and that they would be criticized for writing a new constitution instead of just revising the Articles of Confederation as Congress had instructed them to do.

On September 16th, 1987, on the eve of the 200th anniversary of the signing of the Constitution, forty-five million American students will be invited to take part in a nationwide "teach-in." Former Chief Justice Warren Burger will read the Preamble to the Constitution and President Reagan will lead the nation in reciting the Pledge of Allegiance in a national broadcast ceremony. Schools are being encouraged to spend the remainder of the day engaging students in discussions and activities celebrating the signing of the Constitution.

Schools across the country will be receiving materials to help teachers focus on a year long "celebration of citizenship" sponsored by more than a dozen organizations including the NEA, AFT, and other professional organizations. The 200th anniversary of the signing of the United States Constitution would seem an appropriate way for Americans to reflect on the democratic ideals embedded in the Constitution. The Constitution may not be as appreciated as it was in earlier times and it most certainly is not as well understood by Americans as it should be. In a survey by the Hearst Corporation it was found that:

* Fifty-nine percent of those surveyed didn't know that the Bill of Rights referred to the first 10 Amendments to the Constitution.

* Only a small majority knew that the purpose of the Constitution was to create a federal government.

* Seventy-five percent thought the Constitution guaranteed free education.

* Nearly half thought the states could adopt an official prayer.

* Eighty-five percent thought decisions of the State Court could be appealed directly to the United States Supreme Court.

The remainder of this issue of Insights provides some suggestions for classroom activities, provides some information on the Constitution and the Constitutional Convention (see pages 12-19), and also provides a summary of some of the materials available to teachers (see pages 19-20).

READINGS

Reading one of Jean Fritz's early books with a class might be a good way to begin your room's bicentennial celebration of the United States Constitution. What's the Idea, Ben Franklin?, Will You Sign Here, John Hancock?, and Why Don't You Get A Horse, Sam Adams? focus on the personal qualities of historical figures active during this period of time. Fritz's most recent book, Shh! We're Writing the Constitution, would be an excellent book to read with a class just before the actual celebration begins with President Reagan leading the nation's students in the Pledge of Allegiance to our flag on September 16th. A number of other books for young readers have been prepared especially for the Constitutional Bicentennial and are listed below.

The Constitution Yesterday, Today and Tomorrow by Barbara Silberdick Feinberg (Scholastic, Grades 6-9) could be used as a text for a short unit on the Constitution. It contains short chapters on both history and current issues and has suggestions for activities and discussions.

The Constitution of the United States of America by Sam Fink (Random) is a large pictorial presentation of the various articles and amendments to the Constitution.

The Constitution by Richard Morris and illustrated by Leonard Fisher (Lerner) uses woodcut illustrations to introduce grades 4-6 students to events surrounding the Constitution.

This Constitution by Peter Sgroi (Watts) presents highlights of the 1787 Convention, the Constitution and its succeeding amendments and is intended for grades 5-7 students.

A More Perfect Union - The Story of our Constitution by Betsy and Giulio Maesro (Murrow) provides an introduction to the Constitution for very young readers (ages 6-10). It is well illustrated and contains interesting information about the process of writing the Constitution.

A number of other older books including some which would provide excellent background reading for the teacher are also available and are listed below.

You and the Constitution of the United States by Paul Witty and Julilly Kohler (Children's Press) was first published in 1948.

The illustrations are somewhat dated as is some of the content, but the book is easy reading and makes the Constitution understandable to young readers.

The First Book of the Constitution by Richard Morris (Watts) is also an "oldie but goodie." The book covers the period of time from the end of the Revolutionary War to the signing of the New Constitution and focuses on the major issues in drafting and ratifying the Constitution.

Signers of the Constitution produced by the National Park Service and edited by Robert G. Ferris was written for the country's bicentennial in 1976. As background reading for the teacher, it contains biographical sketches of each of the 55 delegates to the Constitutional Convention as well as a brief history of the times and places associated with the development of the Constitution.

What the Antifederalists Were For by Herbert Storing (University of Chicago) is appropriate background reading for teachers or for upper level high school students. Focus of the book is on the position of those who opposed the New Constitution.

The Story of the Constitution written by Marilyn Prolman and illustrated by Robert Glaubke (Children's Press) is one of the few books written for younger children (grades 2-4) which focuses on the writing of the Constitution.

WRITING ACTIVITIES

Class Constitution

The writing of a class Constitution could involve students in a unit that would stress the importance of rules, individual responsibilities, and individual freedoms. Students in a class could take some time to discuss each of these areas, write position papers or essays on each area, and finally, as a class, draft their own Constitution. A sample class Constitution modeled after the United States Constitution from the American Bar Association's Helping Children Understand the Constitution contained the following provisions:

We, the members of this class
have decided that we will work,
learn, play, and grow together this
year. We will try to be "Super Citizens."
We feel these rules will help us
do this

1. *Cooperate with everyone and work together.*
2. *Be kind, polite, and good in school.*
3. *Take your own turn and be fair.*

4. *Raise your hand to speak.*
5. *Pay attention and follow all directions.*
6. *Listen to the adults and your classmates.*
7. *Work quietly in the classroom--whisper.*
8. *Use the chair the right way.*
9. *Always walk quietly in school.*
10. *Take care of all the property.*

The members of this class, the children and the teacher, shall have the responsibility to make sure these rules are followed. The teacher shall make the final decision as to whether the rules have been obeyed.
If we need to change these rules, or add to them as the year goes on, we will talk about it, and do what is necessary.

Signed:

On This Day in History

The teacher could select a number of important events from those listed in the calendar of commemorative dates (see pages 12-17). A class period or two could then be set aside occasionally for a discussion of one of the events and after the discussion students could write a short statement about the event and perhaps provide illustrations or maps. The pages could be kept by the teacher in individual student folders and after the class has finished discussing and writing about each of the events the pages could be returned to the students so that each could bind their own illustrated This Day in History book.

Scripts

After reading about some aspect of the Constitution or one of the historical figures active at this time, individual students could write a short two or three minute script. The scripts could be acted out, published in a class newspaper, or mounted and put on display in the hall or in the classroom.

Book Reviews

Students reading any of the newer books about the Constitution might want to write a book review to share with other students who may be interested in reading that particular book. The review might be shared with the class, with a smaller book-discussion-group, or posted in the classroom. The teacher may also want to post a record of the books read by each student so that informal discussions about the books could occur among individuals.

Pen Pals

Students might want to write letters to other students in one of the towns that has a history going back into the colonial period. The teacher or a parent may know someone who could serve as a contact person; otherwise, a letter addressed simply to a "fourth grade class"--anytown elementary school--Anytown, Maryland 02804 might find its destination particularly if the town selected were not a major city.

Class Newspaper

A class newspaper could be published every week or two modeled on one that may have appeared in the colonies during the ratification process. Sections of the newspaper could include national news, local news, education, entertainment, advertising, and editorials. An editor and reporters could be selected for each section. The newspaper could be sent to a list of subscribers that would include parents, other relatives of the students, and friends. A major part of the paper would probably be the editorial page where issues argued by the federalist and antifederalist occupied much of the attention of colonial papers.

Essay Contest

Winning essays from the U.S. Department of Education Elementary Essay Project are being published in a book titled The American Sampler. Individual classrooms or a group of classrooms might want to publish their own American Sampler based on essays submitted by students on the topic of "What the Constitution Means to Me and to Our Country."

MAP ACTIVITIES

Label and Color

Have students label and color each of the original 13 colonies. It may help students fix the location of each of the states in their minds if they were to imagine that they were in a boat sailing along our eastern shore. Starting from the northernmost colony,[1] they would sail by New Hampshire, then Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Delaware, Maryland, Virginia, North Carolina, South Carolina, and Georgia. The only colony they may not have seen, unless they sailed up the Delaware River, is Pennsylvania. Another little activity to help students remember the location of the state would be to make up a short rhyme using the first letter of each state. Could you finish this one? No more rats, cats nor nats; (No for New Hampshire; More for Massachusetts; Rats for Rhode Island; etc.)

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[1]Excluding the northernmost section of the Massachusetts Bay Colony that would later become Maine.

Population/Product

Have students shade an outline map of the colonies indicating the New England Colonies (Massachusetts, New Hampshire, Rhode Island, and Connecticut), the Middle Colonies (New York, Pennsylvania, New Jersey, and Delaware), and the Southern Colonies (Virginia, Maryland, North Carolina, South Carolina, and Georgia). Regional differences between the colonies developed rather early. The New England Colonies were characterized by small diversified farms, extensive commercial interests, fishing, and shipbuilding. Larger farms producing principle grain and livestock as well as the two largest ports in the colonies at Philadelphia and New York characterized the Middle Colonies. The Southern Colonies of Virginia, South Carolina, North Carolina, Georgia, and Maryland were characterized by large farms called plantations.

First Settlements

Have students locate some of the first settlements in the colonies: Dover in New Hampshire, Plymouth in Massachusetts, Providence in Rhode Island, Windsor in Connecticut, Fort Orange (now Albany) in New York, Pevonia (now Jersey City) in New Jersey, Fort Christina (now Wilmington) in Delaware, St. Mary's City in Maryland, Jamestown in Virginia, Albemarle in North Carolina, Charles Town (now Charleston) in South Carolina, Savannah in Georgia, New Sweden in Pennsylvania.

Demographics

Have students make a population map of the thirteen colonies. They could use a small "x" or dot to represent each 10,000 inhabitants of the various colonies. The approximate population of each of the colonies at

about the time of the Constitutional Convention was--New Hampshire 140,000; Massachusetts 450,000; Rhode Island 68,000; Connecticut 240,000; New York 340,000; New Jersey 190,000; Delaware 60,000; Maryland 320,000; Virginia 800,000; North Carolina 390,000; South Carolina 250,000; Georgia 82,000; and Pennsylvania 435,000.

Transportation

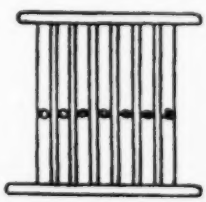
Transportation was very difficult in the American Colonies at the time of the Constitutional Convention. It is said to have taken 29 days for mail carrying the news of the Declaration of Independence to travel from Philadelphia to Charleston a distance, "as the crow flies," of some 600 miles. Students might want to use this figure to calculate how long it would take the delegates to travel to Philadelphia from other points in the colonies and compare that time with the time it would now take in a bus or plane or car.

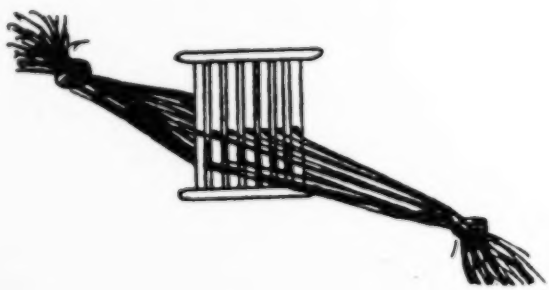
COLONIAL ARTS AND CRAFTS

Students may get a better feeling for life as it existed in Colonial America during the time of the Constitutional Convention if they decorated the classroom with some colonial crafts. Some ideas might include:

Lap Weaving

Children in Colonial America learned to weave on a lap loom. They would weave belts, suspenders, book markers, ribbons, and other items for the family in their spare time. A simple lap loom can be built using ice cream sticks and threaded with yarn or string as shown below. Once the loom is threaded it is stretched between two secure points and weaving begins by lifting the loom to create a space (called a shed) to pass a length of yarn through and then pushing the loom down to create a "counter shed" to pass the yarn back through the other way. This process continues until the desired length is achieved. Students could weave red, white and blue banners to decorate different areas of the classroom or to make book markers or other items that would add a touch of the colonies to the classroom.





Patch Work Quilt

Because of the scarcity of cloth in the colonies, material was often used more than once. If a pair of pants wore out, the materials that remained good might be cut up in strips and braided into a rug or the material might be cut into squares and made into a quilt.

Students, with a little help from a few parents, could make a small quilt to use in a reading corner or as a wall hanging. If each student were to bring two or three patches of cloth to school, the patches could be decorated with symbols from colonial times and sewn together in strips. The strips might then be sewn together in someone's home along with a backing. The students could then insert the quilting and have a quilting bee back in the classroom.

Some of the symbols that might be put on the various patches could include early colonial flags, the state flower from each of the colonies, parts of the Constitution lettered on some of the squares, or, if some of the students were especially artistic, scenes from colonial life sketched on some of the patches. Embroidery pens or tubes work well for putting symbols on the fabric.

Paper Marbling

Paper marbling was a highly developed art in England and in Colonial America. The authentic process is very complicated but a simple process using oil based artist paint and paint thinner produces excellent results. Simply mix about one tablespoon of paint thinner with artist's paint (squeeze out just ¼ inch or less from the tube) and float eight or ten drops in a cake pan or another flat pan that is filled about half full of water. Stir the drops of paint around gently with a comb or pick or stick until you get the swirls or designs you want. When you have the design you want, quickly float a piece of white paper on the water and the paper will pick up the design in the paint. Two or three different colors can be added to the water if it is not stirred excessively. Students could marble red and blue paper to give a patriotic flavor to the classroom, cover pages for reports, or make borders for bulletin boards.

Making Ink

Prepare a solution of iron (ferrous) sulphate with one tablespoon of water and ⅛ tablespoon of iron sulphate. Prepare a second solution of tanic acid using ⅛ tablespoon of tanic acid and one tablespoon of water. Mix the two together and you have old-fashioned ink. The mixture will continue to darken and will produce a deep black ink. Students might write their names with a quill or old-fashioned dip pen.

Ancient Documents

Students can produce all sorts of documents that would appear to have been written during the time of the Constitutional Convention: facsimiles of letters, posters, bills, receipts, and notes from the actual Convention. Paper can be made to seem old by soaking it for ten or fifteen minutes in a solution of very strong, cold tea. Even more character can be given to the paper if it is crumbled up and then uncrumbled before it is soaked. It is easier to write on the paper before it is soaked but care must be taken to avoid using water soluble ink. Pencil works fine if the writing is very heavy and if the paper is not soaked too long.

POTPOURRI

Patriot for Lunch

One of the schools preparing to celebrate the Constitutional Bicentennial is having high school students visit elementary classrooms dressed as one of the famous personalities of the colonial period. In some of their classrooms, students are preparing a "snack" that would be typical of food served during the period and in other classrooms a full colonial meal is served. In either case, the honored guest arrives dressed in period costumes, has lunch with the students, and then addresses the group as if they were constituents of his/hers. He/she may give a little report on the work of the Constitutional Convention or give a federalist or anti-federalist speech or read some appropriate literature of the period to the group.

The patriot for lunch approach would also work if it involved some of the more able upper grade students visiting primary classrooms.

The Buckle Game

In order to teach the importance of rules, Harriet Joseph, an elementary teacher, developed a game in which students playing the game were interrupted continuously with more and more rules for the game. The object of the game was to pass a buckle along a line of students and the first group that passed it from the front of the line to the back of the line were to be the winners. The teachers, however, kept interrupting the group with more rules such as ... "STOP! I forgot to tell you that you had to pass the buckle with your left hand" or "Oh yes, you have to whistle as you pass it." Students finally became frustrated with the interruptions and asked the teacher to provide all of the rules for the game.

The buckle game provided a setting for Ms. Joseph to talk about the importance of rules and it could also provide a setting where the importance of the Constitution as the supreme set of rules for our country's government could be discussed.

The Not So Trivial Constitution Game

An information game based on any of the television games or board game formats could be developed using information about the United States Constitution and the Constitutional Convention. The following "not so trivial" information comes from Jean Fritz's Shh! We're Writing the Constitution.

1. Which state did not send delegates to the Convention in Philadelphia? (Rhode Island)
2. Who was the first delegate to arrive in Philadelphia? (James Madison. He arrived 11 days early)
3. In what building was the Convention held? (The State House. It was later renamed.)
4. The oldest delegate was from Philadelphia. What was his name? (Benjamin Franklin)
5. Who was elected president of the Convention? (George Washington)
6. How many delegates were there to the Constitution? (55)
7. How many women served as delegates? (zero)
8. The Convention was called to revise what document? (Articles of Confederation)
9. What was the name of the plan that created our present three branches of government? (The Virginia Plan)
10. How many of the 55 delegates did not sign the Constitution? (16)

Hall of Fame

The classroom hall of fame could be created where students work in small groups to select one of the "founding fathers" to enshrine. Each of the small groups could present a brief ceremony to induct their selection and might also take part of a bulletin board to put up pictures, drawings, or written materials.

Models

Conventional Hall, the Liberty Bell, the Statue of Liberty, the White House are all symbols representing some aspect of our democratic government. Models of these or other symbols could be replicated by students and displayed, along with some written materials about the model, in the school or in the classroom or at some location within the community.

Flags

The United States has had a number of different flags. These flags could be duplicated by the students and a discussion held on the meaning of the symbols of the various flags. A classroom flag could also be created incorporating values that the class identifies as important to our country or important to their school, town, or classroom.

A CALENDAR OF COMMEMORATIVE DATES

The following events have been selected and adapted from a list of events compiled by Project '87 of the American Historical Association and the American Science Association. The full text can be found in issue 13 of "This Constitution."

March 28, 1785

George Washington hosted a meeting at Mount Vernon of representatives from Virginia and Maryland to discuss problems related to navigation of the Chesapeake Bay and Potomac River. The group also decided to recommend to their legislatures that annual conferences be held to discuss commercial matters.

January 21, 1786

The Virginia legislature invited all of the states to a September conference in Annapolis to discuss commercial matters.

September 11-14, 1786

Twelve delegates from five of the states met in Annapolis and endorsed a resolution by Alexander Hamilton which asked all states to send delegates to a convention in Philadelphia in May of 1787. The proposed meeting in Philadelphia would not be limited to commercial problems only, but would deal with a wide variety of issues.

February 21, 1787

Congress endorsed the proposed meeting at Philadelphia "for the sole purpose of revising the Articles of Confederation..." and reporting these recommendations for revision back to Congress.

May 25, 1787

The meeting at Philadelphia opened on May 25th when a quorum of delegates from seven states arrived. Eventually, delegates from all of the states except Rhode Island would arrive and take part in what came to be known as the Constitutional Convention.

May 29, 1787

Edmund Randolph of Virginia proposed that the delegates design an entirely New Constitution for the United States instead of just revising the Articles of Confederation. The most controversial part of this proposal (The Virginia Plan) called for proportional representation with the large states sending many representatives to Congress and the smaller states sending only a few.

June 15, 1787

William Patterson of New Jersey proposed that the delegates reject the Virginia Plan and modify the Articles of Confederation to allow the Congress to tax, to regulate commerce, and to establish a Supreme Court and a plural executive (New Jersey Plan).

June 19, 1787

Delegates reject the New Jersey Plan and vote to develop a new constitution.

July 12, 1787

The first Connecticut Compromise proposed by Roger Sherman gave proportional representation to the various states in the House of Representatives and the Second Connecticut Compromise gave equal representation to the states in the Senate.

July 16, 1787

Second Connecticut Compromise.

August 6, 1787

A five-man committee that had been appointed to draft a Constitution based on twenty-three "fundamental resolutions" that had been discussed submitted their report to the delegates.

August 6 - September 6, 1787

Delegates debated the draft which had been prepared by the five-man committee and agreed to (1) prohibit Congress from banning slave trade for twenty years (2) set a two year term for representatives (3) set a six year term for senators (4) give Congress the right to regulate trade and (5) set a four year term for President.

September 8, 1787

Appointed a committee to prepare a final draft of the Constitution.

September 12, 1787

Final draft of Constitution written primarily by Gouverneur Morris submitted to delegates.

September 12-15, 1787

Final discussions on the Constitution.

September 17, 1787

Final draft of the Constitution unanimously approved by all twelve states and the document signed by thirty-nine of the forty-two delegates present before the convention adjourned.

September 20, 1787

Constitution presented to Congress.

September 28, 1787

Congress submits the Constitution to the states for ratification.

October 27, 1787

The first of the 85 "federalist papers" appears in New York newspapers in support of the new Constitution. These essays by Alexander Hamilton, James Madison, and John Jay effectively counter opposition by the "anti-federalists."

December 7, 1787

Delaware is the first state to ratify the Constitution followed by Pennsylvania on December 12, New Jersey on December 18, Georgia on January 2, 1788, and Connecticut on January 9th.

February 6, 1788

Massachusetts becomes the sixth state to ratify the Constitution, but only after the federalists agreed to propose nine amendments including one that would guarantee "states rights."

March 24, 1788

Rhode Island rejected the Constitution in a statewide election, having refused to hold a state convention as called for in the Constitution.

April 28, 1788

Maryland ratifies.

May 23, 1788

South Carolina ratifies.

June 21, 1788

New Hampshire becomes the ninth state to ratify the Constitution, giving the federalists the nine states necessary for official adoption of the Constitution.

June 25, 1788

Virginia ratifies the Constitution but also proposes a Bill of Rights and twenty other changes.

July 2, 1788

Congress declares the ratification of the Constitution--a committee is selected to prepare for the change in government.

July 26, 1788

New York ratifies.

August 2, 1788

North Carolina refuses to ratify until a Bill of Rights is added.

September 13, 1788

New York is selected as the site of the new government under the Constitution.

October 10, 1788

Congress transacts its last business under the Articles of Confederation.

December 23, 1788

Maryland gives ten square miles of land to Congress for a "federal city."

February 4, 1789

George Washington is elected President and John Adams is elected Vice President by the Presidential Electors who had been chosen by the various states.

March 4, 1789

The first Congress convenes with eight senators and 13 representatives in attendance. The remainder were still en route to the new government in New York.

April 1, 1789

The House achieves a quorum with 30 of the 59 representatives present.

April 6, 1789

The Senate achieves a quorum with 12 of the 22 senators present.

April 30, 1789

Washington is inaugurated as the nation's first President.

July 27 - September 24, 1789

Congress establishes departments of (1) Foreign Affairs, (2) War, (3) Treasury, (4) Post Office, and (5) the federal court system.

September 25, 1789

Congress submits a Bill of Rights consisting of 12 amendments to the states for ratification.

November 20, 1789

New Jersey is the first state to act on the 12 amendments, ratifying 10 of them.

November 21, 1789

North Carolina ratifies the Constitution as a result of Congress submitting the Bill of Rights.

March 29, 1790

Rhode Island ratifies the Constitution.

March 4, 1791

Vermont is admitted to the Union as the 14th state.

December 15, 1791

Virginia becomes the 10th state to ratify the Bill of Rights, making it a part of the Constitution.

A GUIDE TO THE CONSTITUTION

Preamble	We the people of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.
Article I	Establishes the legislative branch of the government with two Houses, a Senate and House of Representatives
Article II	Establishes the executive branch of government and defines the duties and powers of the President
Article III	Establishes the judicial branch and also defines treason
Article IV	Defines the powers of the states and the states' and territories' relation to the Federal Government
Article V	Provides a method of amending the Constitution
Article VI	Requires all states and federal officials to pledge to uphold the Constitution

Article VII	Provides a method of ratifying the Constitution

Amendments

Article I	Freedom of speech, press, religion and assembly
Article II	Right to bear arms
Article III	Unlawful to quarter soldiers in private homes without owners' consent
Article IV	Unreasonable searches and seizures made illegal
Article V	Protects the rights of people accused of crimes and provides protection for private property
Article VI	Rights of individuals being tried for criminal offenses defined
Article VII	Right to trial by jury
Article VIII	Cruel and unusual punishment, excessive fines or bail prevented
Article IX	Other rights of individuals not specifically listed in the Constitution retained
Article X	Rights of individual states protected
	(All of the preceding ten amendments [Bill of Rights] were ratified in 1791)
Article XI	Deals with law suits brought against a state (1798)
Article XII	Changes the way the President and Vice President are elected (1804)
Article XIII	Abolishes slavery (1865)
Article XIV	Provides for due process and equal protection of the law; selections of representatives to Congress (1868)
Article XV	Gives former slaves the right to vote (1870)
Article XVI	Provides for collection of taxes on incomes (1913)
Article XVII	Direct election of senators (1913)
Article XVIII	Prohibits the sale of liquors (1919)
Article XIX	Gives women the right to vote (1920)
Article XX	Sets terms of office for President and Congress (1933)

Article XXI	Repeals eighteenth amendment (1933)
Article XXII	Limits the President to two terms (1951)
Article XXIII	Allows electors to be selected from the District of Columbia (1961)
Article XXIV	Abolishes the poll tax (1964)
Article XXV	Provisions for succession to office in case of Presidential disability (1967)
Article XXVI	Lowers voting age to eighteen (1971)

SPECIAL EVENTS

September 16th: Constitution "Teach-In"

Plans call for President Reagan to lead the nation's students in a Pledge of Allegiance to the United States flag and for the Bicentennial Chairman, former Chief Justice Warren Burger, to read the preamble to the Constitution in a nationally broadcast ceremony.

September 22 - October 13: We the People

We the People is hosted by Peter Jennings with an introduction by President Reagan and produced by KQED and the American Bar Association--check your local PBS schedule.

November 15: Constitution Day

The National Council for the Social Studies will be broadcasting a special program on the United States Constitution at noon (EST) over many of the local PBS stations around the country. State and local workshops on the Constitution are also scheduled for elementary and secondary teachers on this date.

April 16 - June 18: In Search of the Constitution

This is a ten part series by PBS stations in Boston (WNET-TV) and Detroit (WTVS-TV). Check your local PBS station for listings.

ORGANIZATION AND MATERIALS

American Bar Association

The ABA's special committee on youth education had prepared a number of materials for elementary and secondary classrooms. Two of the publications, Salute to the Constitution and Helping Children to Understand

the Constitution contain information about the Constitution, suggestions for classroom activities, and a description of materials available from a variety of sources. For additional information, write to ABA/YEFC, 750 North Shore Drive, Chicago, IL 60611.

Project '87

Project '87 is sponsored by the American Historical Association and the American Political Science Association and publishes a periodical titled This Constitution and also a number of monographs that are intended for junior and senior high school students. Write to Project '87, 1527 New Hampshire Avenue NW, Washington, DC 20036.

National Education Association

NEA is playing a major role in producing materials for the "celebration of citizenship" on September 16th. NEA will be providing information as the materials are developed through their NEA Now Newsletter. Contact NEA Now, 1201 16th St. NW, Washington, DC 20036.

National Council for the Social Studies

The NCSS has produced workshop materials for teachers and classroom materials for students. Contact Mary Kennedy, NCSS, 3501 Newark Street NW, Washington, DC 20016.

National Conference of Christians and Jews

Five teaching modules are available from the NCCJ to supplement the organization's "sign on" program. The "sign on" program challenges Americans of all ages to add their names on facsimiles of the Constitution to the names of the original 39 signers. Write to ... "This is my Constitution," 71 Fifth Avenue, Suite 1100, New York, NY 10003.

American Newspaper Publishers Association Foundation

The ANPAF will be sending a packet of program ideas to every school before September 15th. Contact A Celebration of Citizenship, ANPAF, Box 17407 Dulles Airport, Washington, DC 20041.

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Lowell Thompson is a faculty member in the Center for Teaching and Learning in social studies and teaches courses within the elementary program and the middle school program. His previous teaching experience includes pre-school, elementary, and secondary.